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ABSTRACT

A prototype for a high school vocational special education program for educable mentally handicapped children is offered as a possible design for school systems. Six concerns are dealt with to provide some direction: objectives of the program, eligibility for the program, staffing needs, length, curriculum, and departmental as well as cooperative responsibilities concerning administration of the program. The appendixes include a chart on pupil placement, a typical class schedule for vocational education, and reading suggestions for occupational orientation, vocational math, social studies, and vocational exploration for grades 10-12. The report is volume 2, number 2 of Papers and Reports from Institute III: Exceptional Children and Adults, University of South Florida. (CD)

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A PROTOTYPE FOR A HIGH SCHOOL VOCATIONAL SPECIAL EDUCATION PROGRAM

by
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A PROTOTYPE FOR A HIGH SCHOOL VOCATIONAL SPECIAL EDUCATION PROGRAM

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The high school vocational special education program for the educable mentally handicapped must be designed to focus the efforts of the school and cooperating agencies on the problem of bridging the gap between school enrollment and community membership for these special education pupils. The problem faced by many school systems is one of finding an acceptable program design to adapt to their situation, one whose curriculum meets the needs of their pupils, is realistic enough to interest the administration, and is complete enough so it includes in-school vocational preparation experiences as well as actual vocational placement. For school systems that are already conducting vocational special education programs and encountering problems in curriculum planning, selection of instructional materials, pupil motivation and management, and allied agency relationships, there is a scarcity of alternate designs for them to consider. The prototype presented here is an attempt to present such a design.

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In initiating the present high school vocational special education program for the educable mentally handicapped, as in starting any special program or effort, it is important to have a complete understanding with the school's administrative personnel as to the scope of the program. Before the program begins, the superintendent, principals, guidance department and curriculum department should be informed as to the resolution of the following concerns: A) What are the objectives of the program? B) Who is eligible for the program and the procedure for making this determination? C) What is the length of the program? D) What are the staffing needs of the program? E) What are the departmental as well as the cooperative responsibilities concerning the administration of the program? F) What is the curriculum? The following is an attempt to succinctly provide some direction for resolving each of these six concerns as they relate to the school's responsibility for providing a vocational special education program for the high school age educable mentally handicapped pupils.

A) OBJECTIVES

The objectives of the present program are: 1) to direct the efforts of the school and cooperating community agencies at this juncture in the school life line of educable mentally handicapped pupils; 2) to prepare them through an educational and training program for adequate personal social adjustment as

young adults; 3) and to develop within these pupils demonstrated vocational capability commensurate with their interest and aptitude.

B) ELIGIBILITY

The State Education Agency's and Local Education Agency's regulations governing pupil eligibility for special education programs for the educable mentally handicapped will, of course, apply to the present Vocational Special Education program. Additionally, before a pupil is included in the present program they should have had a current staffing by the Special Education Placement Committee and that committee's recommendation for placement in the program. The optimum age for pupils entering the present Vocational Special Education program is fifteen-sixteen years old. Appendix A shows the age distribution of the special education continuum of which the Vocational Special Education program is the final phase. Adherence to the eligibility criteria for admission to the present Vocational Special Education program should be guarded as all too often the program is vulnerable to being used as a dumping ground for any pupil having achievement or adjustment problems in high school. It is an abuse of any vocational special education program to be used as a last resort for older general education pupils who, the school finally admits, will not be able to earn sufficient Carnegie units to earn a regular high

school diploma. This is a serious educational problem which should be met, but not by exploiting a program designed for a specific population.

C) LENGTH OF PROGRAM

The present program design covers a three year period and includes both the educational and vocational training aspects of the curriculum. Using a three year period of time provides a reasonable length of time to accomplish the objectives of the program. Also, a three year program is readily accepted by the pupils since it gives them a feeling of belonging to a high school program which simulates that of their age mates. In addition, the pupils respond favorably to having a definite period of time in which certain planned events are going to be happening for them. Being able to see the end of the school's program with its obtainable goal has a motivating influence since typically the "end" of special education programs for the educable mentally handicapped is a function of a pupil's age as he becomes too old to be eligible for the school's special education program.

The present three year program is divided into two one-and-a-half year schedules. The first one-and-a-half year schedule is for in-school instruction in specific areas of the vocational special education curriculum. The second one-and-a-half year schedule is reserved for vocational training and/or

employment and is carried out in cooperation with the Office of Vocational Rehabilitation, other allied community agencies, and community business establishments. Upon completing this program and successfully holding their job for not less than one year, the pupils qualify for their high school diploma and are graduated with the general education pupils in their high school.

D) STAFFING

Staffing assignments for the present Vocational Special Education program, as with any program, should be clearly delineated in order to assure individual responsibility, but not to the extent that it destroys a team approach to the program. Such action is important, since all too often a program becomes everyone's concern but no one's responsibility. Obviously, the size of the program will determine the number of staff employed; nevertheless, the responsibilities remain the same, just the distribution of staff assignments may be different.

A vocational special education staff member's role is a varied one. He engages the pupils in specific learning tasks, provides an adult model for pupils to relate to, and he becomes a combination father-confessor and parent surrogate as he explores with the pupils, their problems, their potentials, and their aspirations.

Basic staff needs for the present high school program are a Vocational Special Education Coordinator and special education teachers. Since a great deal of the success of the present program is dependent upon capable staff, it is advised that applicants for all of the positions in the program be screened carefully and select those with good professional training and an interest in and an aptitude for working in a vocational special education program and with special education pupils of this age. The following is a brief description of the staff positions for the present program.

Vocational Special Education Coordinator:

Duties of the Coordinator would include being chairman of the Vocational Special Education program and a member of all program committees. He is responsible for program communications with the Director/Supervisor of Special Programs, is a member of the Secondary Pupil Staffing Committee, is responsible to school principal(s) for program communication, and is a liaison between vocational special education and the Office of Vocational Rehabilitation, as well as other community agencies. He is the chairman of pupil program planning for the vocational special education program, and is a job placement coordinator for the program.

The Vocational Special Education Coordinator must have release time from classroom responsibilities. It is suggested he teach one or not more than two classes of Occupational Orientation and/or Vocational Exploration.

It is reasonable to have one Vocational Special Education Coordinator for every high school program of one to five class units.

Vocational Special Education Teachers:

These assignments will depend upon the size of the program and the number of teachers available for the program. Teacher assignments should be made so that instruction will be provided in all required Vocational Special Education courses without exceeding reasonable class size.

All Vocational Special Education teachers are members of: Vocational Special Education Curriculum Planning and Evaluation Committee, pupil program planning committee, and as the program necessitates, other committee assignments.

E) ADMINISTRATIVE RESPONSIBILITIES

The administrator of special education programs is accountable for the success or failure of the school's special

education programs. With this fact of reality in mind, he must not abdicate his responsibilities to other school administrators or, in some cases, community agencies that would usurp his administrative capability. As the chief decision maker and spokesman for the department of special education, whether he be an Assistant Superintendent for Special Education, Director of Special Education, Supervisor of Special Education, or some other position which includes the special education programs, he must accept the responsibility for providing the leadership for guiding the programs for exceptional children if the special programs are to achieve their intended purposes. There is, however, a noticeable relationship between the status of the special education administrator within the hierarchy of the school administration and his effectiveness as an agent in administering special education programs.

Paramount in the role of the administrator of special education is, with the aid of an advisory committee (teachers from each area of exceptionality programmed in the district, a school principal, representative from the Division of Vocational Rehabilitation, and a parent of an exceptional child enrolled in one of the school district's special education programs), determining and recommending to the superintendent of schools a philosophy for his school district's special

education, and the policies and procedures which are compatible with that philosophy that will govern the activities of the department of special education in his school district. Also, there exists a cooperative administrative responsibility between the Department of Special Education and the building principal(s) concerning certain aspects of the special education programs, such as, space, equipment, staff assignments and schedules, and pupil integration into general education classes. Further, the special education administrator should carry on continuous efforts for interpreting the purpose of special education programs with fellow school administrators, general education teachers and supervisors, and the school district's community as a means for developing better understanding, support, and cooperation for the special education programs.

The administrator of the special education program should avail himself of necessary inputs from professional sources so to be best equipped for planning and giving forward direction to the special education programs. In this light, his main concern will be to see that appropriate services are brought to bear on the problems of handicapped individuals in the school district he serves. Additionally, he will direct attention and effort towards assisting, through in-service training, his staff's professional growth

and development, as well as, he will be sensitive to his staff's morale and to the mental health needs of his teachers.

The present program is no less effected by the status of the special education department's administrator, his command in decision making, and the quality of his decisions than any other aspect of the special education programs. In fact, the present program is probably more dependent than most special education programs upon a capable and influential special education administrative organization for successfully implementing its design.

F) CURRICULUM

In the present prototype, the curriculum for the in-school phase consists of several required vocational special education courses and vocational training and/or work experience. Specifically, the curriculum includes these courses: 1) Occupational Orientation, 2) Vocational Math, 3) Social Studies, and 4) Vocational Exploration, 5) Vocational Training and/or Employment. In addition, general education classes may be selected for pupils having special interests. The selection of general education classes for educable mentally handicapped pupils must be made on an individual basis and only where there is reasonable assurance that the pupil will benefit from such placement. Good communication

between the special education teachers, building principal, and the teachers of those classes is essential. Examples of general education classes which might be indicated are: Art, Music, Typing, Vocational Shops, Home Economics (a must for all girls, if at all possible), Physical Education (for all pupils unless exempt for an acceptable reason), and Driver's Education. A typical class schedule is shown in Appendix B.

In the present program one of the most significant influences which determines the outcome of the instructional program is the instructional materials used. The selected instructional materials, listed in the appendices, provides the resource materials for carrying out the instructional program for each course. The instructional materials listed for each course of study gives structure and direction to that course and should be the basic instructional tools for the teacher to use. Each course of instruction has its own distinct goal; however, all of the courses inter-relate and reinforce each other. Using the present program's instructional materials which are professionally prepared, programmed, and task oriented, the teachers will be able to direct meaningful, sequential, well organized, and well developed specific learning in each course that will result in all the courses being in concert and leading toward

achieving the objectives of the present program.

The following is a brief over-view of the required courses in the present Vocational Special Education curriculum and the on-job vocational training program. The instructional materials listed in the appendix for each course are not the only instructional materials which might be used. They are, in the opinion of the writer, basic materials which can be used effectively in carrying out the intent of the present program.

1. Occupational Orientation

This course has directed group discussions concerning the world of work. In these discussions, the instructor should assist the students in developing a positive attitude toward work and the behaviors needed to be successful on a job. It should be made very clear to the pupil what the relationships and responsibilities are of the employee to the employer and vice-versa. Some of the topics for discussion might be:

1. What is work?
2. Why do we work?
3. Self-respect through work
4. The image of a good employee
5. What is success?

6. What work habits are needed to be a good employee?
   a. Punctuality
   b. Dependability
   c. Stick-to-itiveness
   d. Cooperativeness
   e. Completeness
7. How to plan work
8. How to take and follow direction

Suggested resource materials for the Occupational Orientation curriculum are listed in Appendix A.

Driver's Education is an important part of the curriculum for vocational preparedness as the pupil soon faces the problem of transportation to and from work. This training should be available through the regular driver's education program. However, it may be necessary to provide additional study help for the Vocational Special Education pupils. If this training is unavailable through the regular program, then it should be provided by the special education program and taught as a unit of the Occupational Orientation curriculum.

2. Vocational Math

The course in Vocational Math is designed to provide learning experiences that are concerned with the every day needs and uses of math. Using a "functional" math approach, the math teacher utilizes the pupil's existing math skills and programs them at

their achievement level in personal and vocational math usage. As a vocational training objective is identified for each pupil, the math requirements for the job are determined and special attention is given to those needs for that pupil. Suggested resource materials for the Vocational Math curriculum are listed in Appendix B.

3. Social Studies

The present social studies course is designed to utilize a given part of each day for developing the social and personal needs of high school age educable mentally handicapped pupils so they may function adequately as an adult. These individuals are at this time changing from a semi-dependent youth to a semi-independent young adult, the majority of whom soon will be establishing homes of their own and incurring all of the related responsibilities. Therefore, it is imperative that the social studies curriculum be directed to the types of specific social needs of the pupils and which the school can provide help, through a realistic social studies course, that will be a vital assist to the pupils for coping with life needs and adjustments.

The resource materials used in the present social studies curriculum will suggest areas for study and a structured approach for carrying out effectively instruction and experiences for the pupils. Other identified needs of the pupils, possibly of a local nature, which the social studies teacher feels are additional to those provided for in the source materials, should be developed by the teacher and included in his curriculum. The suggested resource materials for the social studies program are listed in Appendix C.

4. Vocational Exploration

Most of the pupils who enter the vocational program will not have had any formal work experience. This is an advantage for they will not already have met defeat, failure, or disappointment in the world of work. Presumably, this will make it easier for them to develop a desire in finding a job that they can take pride in, be excited about, find success in, and feel accepted in.

The Vocational Special Education Coordinator does not merely secure jobs for pupils, rather, he and the teacher of the Vocational Exploration course spend much of their time in individual counseling with

the pupils in order to discover what a pupil would really like to do, what his main interests are, and what job he would like to have. At the same time, he uses realistic guidance and control.

Using the resource materials listed in Appendix D, the pupils are directed in their investigations of specific jobs. Guided group discussions are held, with class members telling what they have learned about the requirements of a job they are interested in and the opportunities for employment.

Vocational tours are an important part of the Vocational Exploration curriculum. Pupils are taken into the community and surrounding areas to visit places where work is done. The purpose here is to let the pupils observe people successfully holding jobs that are within their range of ability, to see people working together, and to get additional ideas of the kinds of vocations in which they might be interested. These tours have an important stimulating effect as many pupils realize for the first time that they too can have a job and that the Vocational Special Education program is in fact going to assist them in preparing for and obtaining a job. In urban areas the tours take the pupils out of their small world,

which has been largely that of their own neighborhood, and expands the number, kinds, and places for employment which the pupil might consider for himself. Some suggested vocational tours would include dairies, bakeries, hospitals, department stores, restaurants, meat packing companies, a beauty college for the girls and a barber college for the boys, upholstering companies, welding school for boys, machine shop for boys, greenhouses, canneries, local industries, janitorial service companies, etc.

5. Vocational Training and/or Employment

On the job training, the final phase of the Vocational Special Education sequence, is carried out during the second one-and-a-half years of the program. To be eligible for vocational placement, a student must have been in the program a minimum of one-and-a-half years, be at least 17 years old and have earned the privilege of vocational placement by having selected a feasible vocational objective, demonstrated good school citizenship, have had regular school attendance, and exhibited personal habits and job attitudes which will assist him in having a successful vocational training experience.

During the first one-and-a-half semesters of the high school program, an evaluation of each student's

vocational interest and aptitude will be made. Also, at least one home visit should be made to discuss the vocational program with both parents. This enables the Vocational Coordinator to ascertain how the parents view their child's vocational training opportunities. This is most important as a combined, cooperative effort is needed by all concerned to maximize the effectiveness of the pupils program.

The Office of Vocational Rehabilitation plays an important part in this team effort as all pupils in the Vocational Special Education program should be eligible for their services. Routinely, they provide counseling service and purchase general medical examinations. Also, prostheses and medical procedures may be purchased when prescribed by the pupil's doctor. They may purchase tools, uniforms, transportation, and other such equipment or services when deemed necessary to assure vocational success.

When a vocational objective has been identified, deemed feasible, recommended by the vocational placement committee (school's Vocational Coordinator, Rehabilitation Counselor, and other members of the Vocational Special Education teaching team), and accepted by the pupil/client and his parents, the Vocational Coordinator and possibly the Rehabilitation Counselor considers the possibilities in

in the community for a suitable vocational training situation and/or place for employment. Services from other agencies such as the State Employment Commission and Office of Economic Opportunity may be used at this point. Where necessary, the Office of Vocational Rehabilitation may purchase vocational training for a pupil/client either on-the-job or from a vocational trade school.

After the employment or training situation has been identified, the pupil will fill out a job application and will call for a personal interview. During this time the pupil must have the necessary support and guidance from the school's vocational coordinator. When the pupil has been employed or placed in training, the coordinator should maintain regular contact with the pupil on the job and with his employer/trainer to give encouragement and provide counseling services.

Upon successfully holding a job and/or a training position for not less than one year, the Vocational Special Education pupil will have completed the final requirement for earning his high school diploma. In this respect he will be entitled to wear the high school class ring, participate in senior activities, and march with his fellow high school age mates from general education in the commencement exercises.

The above program description is by no means complete; nevertheless, it should give some direction for schools as they go about fulfilling their responsibility of providing a meaningful vocational special education program which meets the needs of the special pupil.

CHART SHOWING PUPIL PLACEMENT AND MOVEMENT THROUGH THE SPECIAL EDUCATION CONTINUUM

	Level I	Level II	Level III	Level IV
C.A.	6-7, 7-8, 8-9	9-10, 10-11, 11-12	12-13, 13-14, 14-15	15-16, 16-17, 17-18
Grade Equivalents	1st-2nd-3rd (Primary)	4th-5th-6th (Intermediate)	7th-8th-9th	10th-11th-12th
	Elementary		Junior High	Senior High

Levels Include Maximum Age Range for Instruction Grouping

Appendix B.

TYPICAL CLASS SCHEDULE FOR VOCATIONAL SPECIAL EDUCATION

Period	Subject
1st	Occupational Orientation
2nd	Vocational Exploration
3rd	Vocational Math
4th	Social Studies
5th	Physical Education & Driver's Education
6th	(Pupils may elect or be directed to one of the following) Home Economics (Girls) Vocational Shop Classes (Boys) Typing Art Music Other areas of interest and/or ability

In a departmentalized program of two or more vocational special education units specific subjects would be taught by the teachers in the department with the pupils programmed for those courses which have been selected for him, and/or elected by him. A pupil's class schedule would depend on the periods he is extended into regular classes and the scheduling needs for maintaining optimum class sizes in the vocational special educational classes. A self contained arrangement for the class units at the secondary level is not recommended.

Appendix C.

Occupational Orientation
Grades 10 - 12

How to Hold Your Job, Fudell, Stanley, Day Company, 1967.
Teacher's manual and workbook offering guidelines for maintaining any job.

Accent the World of Work, Dare, Beatrice F., Follett Publishing Company, 1966-1967.
Four booklets and instructor's books:

Getting That Job
You and Your Occupation
Keeping That Job
You and Your Pay

The World of Work: You and Success, Bohn, Raymond, R. E. H. Publishing Company, 1967.
A workbook and teacher's manual designed to strengthen the student's functional vocabulary with words he must be acquainted with to obtain and keep a job.

Turner Career Guidance Series, Turner, Richard H., Follett Publishing Company, 1968.
Six workbooks that provide a program in career planning:

Wanting a Job
Training for a Job
Starting a Job
Looking for a Job
Holding a Job
Changing a Job

Your Attitude Is Showing, Dogin, Yvette, Richards, 1968.
A job orientation containing a variety of instructional materials in English, social studies, and mathematics.

I Want a Job, Hudson, Margaret W., Richards, 1964.
Forms and procedures essential for job application.

Jobs in Your Future, Lee, Miriam, Scholastic Book Service.

The Getting Along Series of Skills-Workbooks, Mooney, Thomas J., Richards, 1963.
Five-volumed series about jobs:

Occupational Orientation, Grades 10-12, cont'd.

After School Is Out
Al Looks for a Job
On the Job
Money in the Pocket
From Tires to Teeth

Getting a Job, Randall, Florence, Fearon, 1966.
A text-workbook on types of jobs available and how to apply for them.

Getting Ready to Drive, Wool, John D., Frank E. Richards.
Worktext.

How to Get a Job - A Handy Guide for Job-Seekers, Fraenkel, William A., and Webster, John D., U. S. Government Printing Office.

Vocational Math
Grades 10 - 12

Getting Ready for Payday, Hudson, Margaret W. and Weaver, Ann, Richards Publishing Co.
Three books dealing with checking accounts, saving accounts, and planning ahead.

Target Mathematics, Mafex Associates, Inc.,
A series of five pupil workbooks concerning mathematics that gives practical training basic for living and working today.

Employment Mathematics, Book IV, Parsky, Larry
Citizenship Mathematics, Book V, Parsky, Larry
Family Mathematics, Book VI, Parsky, Larry
Mathematics for Everyday Living, Book VII, Parsky, Larry
Mathematics for the Worker, Book VIII, Parsky, Larry

Paycheck: What Mike, Ralph and Lou Learned About Their Takehome Pay, Clarion House, Follett, 1967.
This book shows how gross pay is computed and how deductions are made on salaries.

Social Studies
Grades 10 - 12

Turner-Livingston Communication Series, Follett Publishing Company, 1965-1967.

Teacher's Guide
The Television You Watch
The Language You Speak
The Newspapers You Read
The Letters You Write
The Movies You See
The Phone Calls You Make

The Turner-Livingston Reading Series, Follett Publishing Company, 1962.

Teacher's Guide
The Person You Are
The Money You Spend
The Family You Belong In
The Jobs You Get
The Friends You Make
The Town You Live In

Family Life - Practice Materials for Family Life, Prevo, Helen R., Frank E. Richards, 1967.
A book of stories for the mentally retarded about a young married couple showing situations common to every marriage and how these situations can be met. Workbook contains exercises to use with text.

Safe and Sound, Lawson, Gary D., Lawson, 1965.
Written for the special education high school student. Includes information on the need for planning parenthood and where the facts may be obtained.

Better Living, Lawson, Gary D., Lawson, 1964.
Intended for the special education high school student. Includes materials on morals, virtues, marriage, and parenthood.

Social Attitude Approach to Sex Education for the Educable Mentally Retarded, Special Education Curriculum Development Center, Iowa City, 1967.
A series of lessons to help the educable mentally retarded student develop social skills and attitudes. Emphasis is on sex education. The sequential program can be used from pre-primary through adolescence. Included is an extensive bibliography of books, films, filmstrips, slides, posters and picture series, recordings and transparencies relevant to sex education, health education, social development, and marriage.

Social Studies, Grades 10 - 12, con'd.

Teaching Consumer Education to Special Students on the Secondary Level, Orange County Superintendent of Schools, Santa Ana, California, 1964, 80 p.

Everyday Business, Lawson, Gary D., Lawson, G., 1964, 81 p.
Workbook includes section on "What You Should Know About Grocery Buying".

Steps in Home Living, Reiff, Florence M., Chas. A. Bennett Company, 1966, 176 p. and teaching guide.
Written for "slow or disadvantaged learners". Contains chapters on grooming and clothes.

To Be a Good American, Hudson, Margaret, Fearon, 1965.
A series of four text workbooks designed to develop the student's potential for good citizenship.

Your Rights and Responsibilities as an American Citizen: A Civics Casebook, Quigley, Charles, Ginn, 1967.

You, Trenkle, Clare, Richards, 1966.
Real life problems attuned to needs of the teenage mentally retarded student are presented.

Foundations of Citizenship, Shawn, Bernard, Richards, 1963.
Two social adjustment books emphasizing areas of occupational education.

Understanding the Law: Special Education Curriculum Developmental Center, Iowa State Department of Education and the University of Iowa, 1969.
A guide for teaching the mentally retarded.

Vocational Exploration
Grades 10 - 12

Finding Your Job, Finney, 1961-1967.
Five complete units (five volumes in each unit) describing suitable employment for students of special classes.

Help Yourself to a Job, Dogin, Yvette, Finney, 1965.
Two workbooks designed to explain jobs to special classes.

Teenagers Prepare for Work in the Community, Carson, Esther O., Allen Company, 1968.
A worktext listing various jobs such as bus boy, cook's helper and waitress, and the requirements and duties of each position.

New Rochester Occupational Reading Series, The Job Ahead, Goldberg, Herman R., Science Research Associates, 1963.
Three hardbound texts on three different reading levels, with accompanying student exercise books, emphasizing the attitudes and skills that lead to success on the job and in society.

Follett Vocational Reading Series, Lerner, Lillian, Follett Publishing Company, 1965.
A series of books that use "real life" professions to interest slow learning students in reading.
v. 1 - Marie Perrone, Practical Nurse
v. 2 - The Delso Sisters, Beauticians
v. 3 - John Leveron, Auto Mechanic
v. 4 - The Millers and Willie B., Butcher, Baker, Chef

Retail Salesclerk-Yardgoods, Clarion House, Follett Publishing Company, 1967.
This book explores the daily work of a retail yardgoods clerk. It is designed to show how mathematical and communications skills are used on the job.

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Curriculum Adjustment for the Retarded, Office of Education, (O.E.) Bulletin 1950, No. 2. Department of Health, Education, and Welfare.

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Kephart, Newell C. The Slow Learner In The Classroom, Columbus, Ohio: Merrill, 1965.

Kirk, Samuel A., and G. Orville Johnson. Educating The Retarded Child. Boston: Houghton-Mifflin, 1951.

Peck, John R. Clearing In The Wilderness, Austin, Texas: The Hogg Foundation for Mental Health, The University of Texas, 1963.

Phoenix Union High School System. The Phoenix Plan for Special Education Students, Phoenix, Arizona.

Preparation of Mentally Retarded Youth for Gainful Employment. Office of Education (O.E.) Bulletin 1959, No. 28., Department of Health, Education, and Welfare.

Wisconsin Department of Public Instruction. EMR Curriculum, A Persisting Life Needs Approach. Madison, Wisconsin, Bulletin No. 058-70.

Vocational Rehabilitation of the Mentally Retarded. Rehabilitation Service Series No. 123, Office of Vocational Rehabilitation, Department of Health, Education, and Welfare.